

Imagine **Stewart Middle School**

- Imagine an instructional program that acknowledges the cultural heritages of different ethnic groups as legacies that affect students' dispositions and approaches to learning and as worthy content to be taught in the formal curriculum.
- Imagine a school focusing on Science, Technology, Engineering, and Mathematics (STEM) to help our youth gain the skills required to succeed in today's challenging world.
- Imagine children thinking critically and solving complex problems in Science and Technology.
- Imagine a school community that has built meaningful bridges between home and school experiences and teaches students to know and praise their own and each others' cultural heritages.
- Imagine daily learning experiences that enable students to be better human beings and more successful learners who serve as responsible community members in and out of school.
- Imagine students who are encouraged to find their own voices and understand issues from multiple cultural perspectives.
- Imagine a school that has a staff invested in Professional Learning Communities to improve their practice for student achievement based on STEM initiatives.
- Imagine a school with a culture that ensures all partners take personal responsibility for the success of each student.
- Imagine a student day that allows for extended time in Mathematics and Literacy and still gives the child time to explore electives such as Drum Line, Robotics, Environmental Club among others.
- Imagine a strong partnership of teachers, STEM staff and parents working with the scientific and mathematics community to prepare students to solve complex problems creatively and critically.



Imagine **Stewart Middle School**

Stewart Middle school in Tacoma, Washington, is a Turnaround School. The demographics of Stewart are 22% African American, 13% Asian, 6% American Indian, 16% Hispanic, and 43% White. The school is located in a historically hard-working community that has seen a recent trend toward ever-growing socio-economic needs for the families and children it serves. The free and reduced lunch rate for 2009 was 73.9%.

Stewart's school improvement grant has included the implementation of the Turnaround model. The staff was selected to work in this STEM school under an experienced principal who has changed the landscape of education in Washington State. Jon Ketler's leadership and vision allows for all staff to opt into the philosophy and school format for all students to be successful. As a model of excellence, Stewart's community is looking forward to achieving excellence in all areas for all students.



- Imagine student data available for staff and parents in real-time for the use of immediate diagnostic intervention and assistance to the individual child.
- Imagine a Summer Academy for all students that encourages scientific inquiry and allows students to explore the “Habits of Mind:” curiosity, wonder, and perhaps most critical of all in this media driven age, skepticism. A time for students and staff to use their love and knowledge of Science to spark a sense of wonder and excitement in the learning process.
- Imagine a school that ensures a planned intervention model that provides an outstanding Liberal Arts education with a focus on Science and Technology to ensure 100% proficiency in Math, Science, and English on state standardized tests.
- Imagine a school that uses pre-advanced placement strategies to ensure all students have the skills to be successful in college. Imagine this partnered with Achievement Via Individual Determination (AVID), which promotes a college-going culture.
- Imagine a school where students have computers in every classroom to bridge the electronic classroom with embedded opportunities to use as tools of the trade like scientists and engineers do daily.
- Imagine a student school day that has 90 minutes of Mathematics and Literacy instruction for each child. A daily focus on physical fitness is possible for all students to combine an intellectual life with a holistic, healthy life.

Research Base of Common Strands In All Three School Models

Strong Literacy Programs/Instruction

Allington, R. L. (2009) *What Really Matters in Response to Intervention-Research-Based Designs*. Pearson Publishers.

Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Strong Mathematics Program/Instruction

Leinwand, S. L. (2000). *Sensible mathematics: A guide for school leaders*. Portsmouth, NH: Heinemann.

National Council of Teachers of Mathematics. (2006). *Curriculum focal points for prekindergarten through Grade 8 mathematics: A quest for coherence*. Reston, VA.

National Council of Teachers of Mathematics. (2008). *Focus in high school mathematics: Reasoning and sense making*. Reston, VA.

Smith, M. (2004). Beyond presenting good problem: How a Japanese teacher implements a mathematics task, 96–106. *Perspectives on the Teaching of Mathematics*. NCTM's Sixty-Sixth Yearbook. Reston, VA.

Culturally Responsive Teaching Expectations

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.

Perry, T., Steele, C., & Hilliard, A. (2003). *Young gifted and black: Promoting high achievement among African-American students*. Boston: Beacon Press.

Reyes, P., Scribner, J. D. & Scribner, A. P. (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.

Timeline:

Spring 2010

Principal Named
Staff Hired
Leadership Teams Established
School Designed/ Partnerships Established

Summer 2010

Staff Training
Curriculum Purchased and Staff Trained
Students Enrolled
Assessments Plan Established

Fall 2010- Spring 2011

Open School
Partnership Plan Implemented
Curriculum Implemented
Benchmark Assessments
Summer Academy Planning
Extended Day Implemented
Interventions

Summer 2011

Review Assessment of Year 1
Summer Academy
Modify and Revise Practice for Year 2
Partnerships Evaluated and Reviewed

Fall 2011-Spring 2012

Year 2 Implementation

Summer 2012

Review and Modify for Year 3
Summer Academy

Fall 2012-Spring 2013

Year 3 Implementation
Review and Analysis

Summer 2014

Summer Academy